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A Monthly
Assessment Newsletter
October 2004

Adequate Yearly Progress (AYP) Update One Percent Rule

Accountability under the No Child Left Behind (NCLB) Act for certain students with significant cognitive disabilities is based on performance on the Criterion-Referenced Test-Alternate (CRT-Alt).

Federal regulations limit to 1.0 percent the number of students with significant cognitive disabilities whose proficient or advanced scores on the CRT-Alt can be used in AYP calculations.

Montana was granted an exception to the 1.0 percent cap for rural schools. Schools with a tested enrollment of under 200 students may include up to two proficient or advanced scores on the CRT-Alt in the AYP calculation **without** the need for an OPI approval of an exception.

Under certain conditions, districts may request from the Office of Public Instruction an exception to the 1.0 percent cap. Those conditions are:

- If your district has a tested enrollment of 200 or more and the number of students scoring proficient or advanced on the CRT-Alt exceeds 1.0 percent, OR
- Your district has a tested enrollment of fewer than 200 and three or more students scored proficient on the CRT-Alt.

The Office of Public Instruction has determined that eleven districts meet one of the above conditions. The Special Education Division notified these districts by email and telephone on October 20. The deadline for districts to complete the exception request form is October 29.

If you have questions, please contact Bob Runkel, brunkel@state.mt.us or 406-444-4429.



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2004 Adequate Yearly Progress (AYP) Starting Points

Starting points for the 2004 AYP have been calculated through a formula specified by the No Child Left Behind Act (NCLB).

A starting point is the percentage of students required to score at proficient or above on the 2004 Criterion-Referenced Test and Alternate. This percentage is required in order to meet the Annual Measurable Objective (AMO) for Adequate Yearly Progress.

- The starting point and the 2004 AMO for mathematics at all grade levels is 40% of students scoring proficient or above.
- The starting point and the 2004 AMO for reading at all grade levels is 55% of students scoring proficient or above.

The starting points for the 2005 AYP have not been determined.

Adequate Yearly Progress (AYP) Small Schools Process

The No Child Left Behind Act requires that states make an AYP decision on all schools and districts. This is accomplished by using either a calculated, formula-driven process or a small schools process, depending on the number of students tested in each grade. The small schools process encompasses a variety of measures that will include a review of the current CRT data, a historical review of applicable IOWA test data, and a historical review of attendance

and graduation data. Finally, if applicable, it will also encompass a review of achievement “growth” for the past two years and a review of the Five-Year Comprehensive Plan current year’s effectiveness reports.

For 2004 AYP, if a tested grade has 30 or fewer students, that school will be reviewed under the small schools process. It is projected that approximately 502 schools and 257 districts will be reviewed using the small schools process. As this represents a much larger and more varied group of schools and districts as compared to 2003, OPI staff and representatives from our various education partners have redesigned the process. A more detailed description of the process and copies of the review rubric will be posted on the OPI website when they are complete.

As in 2003, the small school reviews will be conducted using teams of OPI staff and Montana educators. These teams will meet in Helena on November 18 and 19 to complete the process. If you are interested in participating in this review process, contact Margaret Bowles, mbowles@state.mt.us or 406-444-0716.

Minimum Number (N) for Adequate Yearly Progress (AYP) Calculations

Following several months of negotiations with the U.S. Department of Education, an agreement has been reached concerning the minimum number (N) of students used in the Adequate Yearly Progress calculations required by the No Child Left Behind Act (NCLB). The original request of the Office of Public Instruction was to use a minimum N of 40 for all subgroups, including the All Students Subgroup. The department has agreed to allow OPI to use a minimum N of 40 for subgroups, and 30 for the All Students Subgroup. In addition, a 95% confidence interval will be applied.

Anticipated AYP Timeline

October 20, 2004	Office of Public Instruction Special Education Division will email exception request form to districts that may need (qualify for) an exception to the 1% rule. NOTE: Only eleven districts may need an exception.
October 29, 2004	Deadline for the eleven districts to return the exception request form to the Office of Public Instruction.
November 15, 2004	Office of Public Instruction will send proposed AYP determinations to schools in the calculated process.
November 18-19, 2004	Small schools process review team meets.
December 3, 2004	Office of Public Instruction will send proposed AYP determinations for schools in the small schools process.
December 7, 2004	Deadline for districts/ schools to submit evidence in an appeal of the AYP proposed determination in the calculated process.
December 23, 2004	Deadline for districts/ schools to submit evidence in an appeal of the AYP proposed determination in the small schools process.
January 14, 2005	Office of Public Instruction will send final AYP determinations for calculated and small schools process.

Standard Setting Process for the CRT and the CRT-Alternate

In June of 2004, almost 200 Montana educators took time away from their summer vacation and education plans to meet in Helena to be part of the process of setting cut scores for the CRT and the CRT-Alternate. Standard setting is the first step in the process of determining the cut scores for the performance levels between novice and nearing proficiency, nearing proficiency and proficient, and proficient and advanced on the CRT and the CRT-Alternate.

Recognized and acknowledged methods of standard setting are required through the No Child Left Behind Act (NCLB). The standard setting methods used were the Modified Bookmark for the CRT and the Modified Body of Work for the CRT-Alternate. Both methods are recognized and acknowledged as appropriate methods for the Montana

tests. In both standard setting methods, educator expertise is valued. Educators use test and item statistics and their professional expertise to determine what a proficient student knows and is able to do.

To help ensure consistency of procedures among groups, each group was led through the standard setting process by trained facilitators from Measured Progress.

In the course of two days, each subject and grade group received orientation and training. Assessment materials were reviewed including each educator taking the test. Items maps were completed individually by each participant. Participants used their item maps in three decision rounds. Each participant's judgement was confidential although each round involved discussion by larger groups. And finally, all participants participated in an evaluation of the process and the results.

After standard setting, the results of these groups were examined by a panel of experts (Technical Advisory Committee, TAC) which advises the Office of Public Instruction on psychometric (test statistic and design) issues. An analysis of the results and the group evaluations was conducted and presented to the panel of experts (Technical Advisory Committee, TAC). The evaluation and judgement statistics led to a recommendation to the Office of Public Instruction. The Office of Public Instruction made the final decision.

A technical manual with a full description of the standard setting is being prepared and will be online

Cut Scores

Cut scores are based on the total number of points possible in each test. Once the cut scores for each performance level in each test are determined, they are converted into a scaled score. The scaled score range in Montana is 200 - 300. Scaled scores insure that the test results are comparable from year to year and are widely used including in tests as the ACT and SAT.

The CRT and CRT-Alternate parent reports include both scaled and raw scores:

- Scaled scores: The performance levels for each content area on page two of the parent reports are reported by scaled score. Both the scaled score and the performance level are indicated on this page. In addition, on page four of the reports, the ranges for each performance level are presented.
- Raw scores: On page three of the parent reports, raw scores are used to report on Montana content standards. For each Montana content standard, the number of points (raw scores) possible and the percentage achieved by the individual student and Montana students are reported. Because the number of points for each content standard is not large enough to scale, these are reported by points possible (raw score) rather than by scaled score.

Formulas and methods of converting raw scores to scaled scores will be included in the technical manual which is currently in preparation.

Below are the scaled cut scores according to performance levels.

CRT Scaled Cut Scores	Reading 4	Math 4	Reading 8	Math 8	Reading 10	Math 10
Advanced	283 -300	286 -300	283 -300	294 -300	288 - 300	288 - 300
Prof	250 -282	250 -285	250 -282	250 - 293	250 - 287	250 - 287
Nearing Prof	225 -249	225 -249	225 - 249	225 - 249	225 - 249	225 - 249
Novice	200 -224	200 - 224	200 - 224	200 - 224	200 - 224	200 -224

CRT-Alternate Scaled Cut Scores	Reading 4	Math 4	Reading 8	Math 8	Reading 10	Math 10
Advanced	268 - 300	278 - 300	263 - 300	269 -300	267 -300	276 -300
Prof	250 - 267	250 - 277	250 - 262	250 -268	250 -266	250 -275
Nearing Prof	225 - 249	225 - 249	225 -249	225 - 249	225 -249	225 -249
Novice	200 - 224	200 - 224	200 -224	200 -224	200 -224	200 -224

Bar Codes for Demographic Data on Criterion-Referenced Tests

Bar codes will be used for student demographic information on the 2005 CRT and CRT-Alternate. Instead of bubbling demographic information after students have taken the test in the spring, all systems will receive and use bar codes with demographic data for each student. Districts/schools will attach the bar code label to each student's answer booklet.

All schools will provide Measured Progress with demographic data online in advance of the testing window so that Measured Progress can prepare and provide the labels. The window for entering the demographic information is **December 8, 2004 - January 7, 2005**.

Memos with secure passwords will be mailed to system test coordinators on December 1. Barcode labels will be generated from the submitted databases and shipped with test materials in mid-February. Systems may add new students and print new barcode labels onsite up to the first day of testing using this secure site. Blank barcode labels and directions will be provided to all system test coordinators.

Students who are eligible to take the CRT-Alternate will be included in a separate registration. Information on that enrollment and the registration window follows.

Online Alternate Assessment Enrollment Window Extended

For participation in the Spring 2005 CRT-Alternate, eligible students must be registered online October 4, 2004 through October 29, 2004. The original window ended on October 22 but has now been extended.

Please remember that even if there are no students in your district participating in the CRT-Alt in the spring of 2005, you must still access the website in order to verify this information.

In January, Measured Progress will reopen the online registration for students who enroll after the October registration window.

Attention: Schools Receiving Title I Part A Funding

Important Reminder From BJ Granbery, OPI Title I Director

Schools that receive Title I Part A funding must provide, to each individual parent, information on the level of achievement of the parent's child on the statewide assessment [NCLB, Sec. 1111(h)(6)(B)].

This must be done for both the NRT (The Iowa Tests) and the CRT (Measured Progress Test) since both are part of the Montana Comprehensive Assessment System or MontCAS Phases 1 and 2.



New Files Online

■ Power Point presentations from MEA-MFT are on the Assessment web page: <http://www.opi.state.mt.us/assessment/index.html>

- Assessment and AYP Update
- Assessment Results and the Classroom

■ Released Items for the CRT and the CRT-Alternate are on the Phase 2 link of the Assessment web page: <http://www.opi.state.mt.us/assessment/crt.html>

Training on iAnalyze and Released Items

In January, the Office of Public Instruction will present training on iAnalyze (the online data management tool for the Criterion-Referenced Test), released items, and preparing for the 2005 test. Plans are to offer training in ten sites across the state. More details will be in the November *Jump*.

Mark Your Calendars: Spring 2005 MontCAS Testing Windows

MontCAS, Phase 2: Criterion-Referenced Test Alternate	February 14 - March 30, 2005	Students with significant cognitive delays in grades 4, 8, and 10	Reading and math
MontCAS, Phase 2: Criterion-Referenced Test	March 7 - March 30, 2005	4, 8, 10	Reading and math
MontCAS, Phase 1: Norm-Referenced Test (the Iowa Tests) and Alternate	March 23 - April 13, 2005	4, 8, 11	Reading, language arts, math, social studies, science

2005 CRT Test Administration Materials

A focus group of test coordinators is examining 2004 test administration directions and materials in preparation for the development of new/improved ones. The focus group invites suggestions. Please send them to Judy Snow, jsnow@state.mt.us. The completion deadline for the focus group is October 28.



Frequently Asked Questions (FAQs)

Thank you for continuing to submit questions for our online FAQs. Questions on Adequate Yearly Progress and the Criterion-Referenced Test have been received. Answers will be posted online. To access the questions and answers, click on the blue "Get Answers" button on the top left corner of the Assessment page <http://www.opi.state.mt.us/assessment/index.html>

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